

# Practice Context

## Course Outline 2014



### Introduction

#### Welcome to Practice Context.

Kia ora and welcome to the Practice Context course. This is a 15 credit, level 5 course which is designed using a discovery learning approach. There are four key areas that you will explore whilst participating in this course and you will be guided to match these to your own specific work areas of learning and teaching. It is recommended that you start with Unit 1 and you can choose to move through the other three key areas in any order that you find most appropriate to your learning. You may choose to work on a little of each concurrently as your knowledge builds over the next few months.

Contact with other participants in the course will be made possible through a blend of differing types of interaction and online engagement in a variety of formats.

### Aims

- To engage in an introductory exploration of the role and understandings of a tertiary educator in relation to their specific practice context.
- To explore the relevance of the Te Tiriti o Waitangi to the tertiary educator's role and gain an understanding of the key concepts of Tikaka Māori, as well as some knowledge of using and constructing simple sentences in Te Reo Māori.
- To explore the expectations of a tertiary educator from an institutional/organisational perspective and requirements from that role such as reflective practice, self-evaluation and digital literacy.

### Learning Outcomes

At the successful completion of this course, you will be able to:

1. Identify and demonstrate a range of digital literacy skills necessary within your own practice context;
2. Demonstrate reflective practice skills and self-evaluation in relation to your own teaching;
3. Apply the principles of Te Tiriti o Waitangi to your own practice context;
4. Identify how you can appropriately use basic Te Reo Māori in your practice context;
5. Explain concepts of Tikaka Māori, and how the concepts apply to your own practice context;
6. Identify what it means to be a dual professional as both a tertiary educator and expert practitioner in the workplace;
7. Identify the institutional /organisational strategies and priorities of your employer and describe the ways in which you incorporate those priorities within your practice.

## Schedule

Units	Topics
<b>Unit 1: Digital Citizenship</b> <ul style="list-style-type: none"><li>Identify and demonstrate a range of digital literacy skills necessary within your own practice context.</li></ul>	Topic 1: What is digital citizenship? Topic 2: Digital skills relevant to my role Topic 3: Personal learning plan
<b>Unit 2: Reflective Practice</b> <ul style="list-style-type: none"><li>Demonstrate reflective practice skills and self-evaluation in relation to your own teaching;</li></ul>	Topic 1: Reflective practice in teaching Topic 2: How can I use this?
<b>Unit 3: Cultural Competence</b> <ul style="list-style-type: none"><li>Apply the principles of Te Tiriti o Waitangi to your own practice context;</li><li>Identify how you can appropriately use basic Te Reo Māori in your practice context;</li><li>Explain concepts of Tikaka Māori, and how the concepts apply to your own practice context</li></ul>	Topic 1: What does cultural competence mean? Topic 2: The New Zealand Context Topic 3: Applying Te Reo and Tikaka in Practice
<b>Unit 4: Professionalism &amp; Work Context</b> <ul style="list-style-type: none"><li>Identify what it means to be a dual professional as both a tertiary educator and expert practitioner in the workplace;</li><li>Identify the institutional /organisational strategies and priorities of your employer and describe the ways in which you incorporate those priorities within your practice;</li></ul>	Topic 1: The dual professional Topic 2: Understanding your organisation Topic 3: Influences on practice

### Assessment

There is one cumulative assessment portfolio that must be presented for marking in this course that will be submitted in four sections.

This portfolio covers four key areas (refer to the four Unit titles). Feedback will be given on the development of the portfolio throughout the course when you submit each of the four sections separately at negotiated times before the final due date for marking. You will be supported to create an assessment timeline plan, refer to [http://wikieducator.org/Practice\\_Context/Course\\_guide/Assessment\\_timeline\\_plan](http://wikieducator.org/Practice_Context/Course_guide/Assessment_timeline_plan)

### Portfolio Guidance

Compile an assessment portfolio (collection of evidence) to demonstrate your learning relating to the four key focus areas of this course.

In compiling your portfolio of evidence include a narrative for each section that:

- explores what you have learned and the relevance of this to your work
- includes discussion of how your new learning has impacted on your practice and influenced future actions you may take
- is supported with educational literature and other forms of information
- is supported with your choice of evidence, that is authentic, current, sufficient and relevant.

More detailed guidance on the development for your portfolio can be found on [http://wikieducator.org/Practice\\_Context/Course\\_guide/Developing\\_an\\_assessment\\_portfolio](http://wikieducator.org/Practice_Context/Course_guide/Developing_an_assessment_portfolio)

### Portfolio Format

Your portfolio can be presented in whatever format is most useful to you as long as the marker can access it. Refer to the WikiEducator page noted above for information on possible formats.

## Marking Criteria

The marking criteria following (on page 3) identifies the expectations you will be assessed against for each of the four presentation sections and potential grade outcomes. A maximum of 25 marks can be allocated for each section and you must achieve a C pass within each section.

[http://wikieducator.org/Practice\\_Context/Course\\_guide/Developing\\_an\\_assessment\\_portfolio](http://wikieducator.org/Practice_Context/Course_guide/Developing_an_assessment_portfolio) Remember to refer to this WikiEducator page for more detailed guidance on creating your assessment portfolio.

## Assessment Portfolio: Four presentation sections and learning outcomes

### Presentation Section 1: Digital Citizenship

Identify and demonstrate a range of digital literacy skills necessary within your own practice context.

### Presentation Section 2: Reflective Practice

Demonstrate reflective practice skills and self-evaluation in relation to your own teaching;

### Presentation Section 3: Cultural Competence

Apply the principles of Te Tiriti o Waitangi to your own practice context;

Identify how you can appropriately use basic Te Reo Māori in your practice context;

Explain concepts of Tikaka Māori, and how the concepts apply to your own practice context

### Presentation Section 4: Professionalism & Work Context

Identify what it means to be a dual professional as both a tertiary educator and expert practitioner in the workplace;

Identify the institutional /organisational strategies and priorities of your employer and describe the ways in which you incorporate those priorities within your practice;

## Each section will be marked against the following criteria

	A	B	C	D	
Learning, knowledge and rationale	Comprehensive reflection and rationale clearly identifies in depth what you have learned relevant to the learning outcome and how this relates directly to your work, supported by meaningful and relevant examples.	Reflection and rationale identifies what you have learned relevant to the learning outcome and how this relates directly to your work, supported by relevant examples.	Limited reflection and rationale identifies some learning relevant to the learning outcome and how this relates to your work, supported by some examples.	Minimal or no reflection and rationale relating learning to the learning outcome and/or minimal or no relevance or connection to your work is identified.	
	9 to 7	6	5	4 to 0	
Action and Integration	Demonstration of full integration of your learning with your practice, including in-depth identification of impact on practice and intended future actions.	Demonstration of some integration of your learning with your practice, including identification of impact on practice and/or intended future actions.	Demonstration of limited integration of your learning with your practice, and limited identification of impact on practice and/or intended future actions.	Minimal or no integration of your learning with your practice, and minimal or no identification of impact on practice and intended future actions.	
	8 to 6	5	4	3 to 0	
Supporting information/ wider thinking	Comprehensive integration throughout of a broad range of educational literature and other forms of information that strongly support the learning.	Integration throughout of a relevant range of educational literature and other forms of information supporting the learning.	Some integration and use of a small number of examples of educational literature and/or other forms of information.	Limited or no evidence of the use of educational literature and/or other forms of supporting information.	
	5	4	3	2 to 0	
Evidence	All evidence is authentic, current, sufficient and relevant to the learning outcomes, and easily located.	All evidence is authentic and relevant to the learning outcomes. Most evidence is current, sufficient and can be located.	All evidence is authentic. Most evidence is current and relevant to the learning outcomes. Some evidence is missing or cannot be located.	Evidence is minimal or not: authentic, current, sufficient and/or relevant to the learning outcomes. Evidence cannot be located.	
	3	2	1	0	
Total from possible 25 =					

**Due Dates:** You are welcome to submit portfolio sections ahead of the due date.

Assessment Timeline plan: **To be notified**

refer to [http://wikieducator.org/Practice\\_Context/Course\\_guide/Assessment\\_timeline\\_plan](http://wikieducator.org/Practice_Context/Course_guide/Assessment_timeline_plan)

Completed portfolio: **Friday 3<sup>rd</sup> November 2014** – final date for all sections of the portfolio to be submitted by.

Submit or present to the Course Facilitator -

**Grading:** The final grade is a cumulative mark from the four sections of the portfolio. To pass you must gain at least 50% overall with a minimum of a C pass in each section. One resubmission is possible for each section achieving less than a C pass.

### **Facilitated Support**

The course facilitator will maintain regular contact with you throughout the course to encourage and support you. Share with the facilitator the ways in which you feel you would like to be supported with your learning.

Enjoy the course.

### **Recommended Reading**

A range of readings and resources are identified on WikiEducator

[http://wikieducator.org/Practice\\_Context](http://wikieducator.org/Practice_Context)